UNIT 5

Emily Dickinson: "If I can”

Vocabulary:

verse	شعر/بيت شعر	traditional poems	قصائد تقليدية
prose	النثر	colourful clothes	ملابس ملونة
poet	شاعر	follow the rules	يتبع أو يلتزم بالقواعد
poetry	الشعر	paraphrase (v. n.)	يُعيد صياغة/ /يفسر/ تفسير
rhyme (v./n.)	قافية / له نفس القافية	play the piano	يعزف البيانو
emotions	انفعالات/عواطف	accept	يقبل
challenging	يثير التحدي	an offer	عرض
factor	عامل (والجمع: عوامل)	a request	طلب
factory	مصنع	expression	تعبير
tour guide	مرشد سياحي	quantity	كمية
museum	متحف	society	المجتمع
have a role in	له دور في	member	عضو
individual	فرد	ache (v./n.)	ألم/يؤلم
robin	طائر أبو الحناء	aching (n.)	الألم
break for lunch	يأخذ فترة راحة من أجل..	faint = pass out	يصاب بإلاغماء
symptoms	أعراض	ease (v.)	يخفف/يسهل
fine (v./n.)	غرامة / يُغرم	cool pain	يخفف الألم
painful	مؤلم	unconscious	فاقد الوعي
success (n.)	النجاح	quotation	اقتباس
follow the advice of	يتبع نصيحة	lighten	يخفف
burdens	أعباء	headache	الصداع
medicine	دواء/الطب	summary	ملخص
summarise	يلخص	a book of poems	ديوان شعر
company (u)	صحبة	company 🄲 = firm	شركة
crash	يتحطم	rescuers	رجال الانقاذ
passengers	الركاب	fellow	زميل/رفيق/صاحب
angle worm	دودة الأرض	dentist	طبيب اسنان
dentistry	طب الأسنان	tourist	سائح

tourism	السياحة	baker	خباز
bakery	المخبز	sandstorm	عاصفة رملية
describe	يصف	description	وصف
review	مقالة نقدية أو مراجعة نقدية	reviewer	ناقد
comments	تعليقات	breakable	قابل للكسر
a fridge = a refrigerator	ثلاجة	spend…+v +ing	يقضي الوقت..في عمل شيء
fine	غرامة / يُغَرِم		

Words and their antonyms:

possible	ممكن	impossible	مستحيل
happy	سعيد	unhappy	تعيس/غير سعيد
interesting	هام/شائق	uninteresting	ممل/غير شائق
correct	صحيح	incorrect	غير صحيح
do well	يُحسِن الأداء	do badly	يؤدي بشكل سيء
singular	مفرد	plural	جمع
similar	مشابه	different	مختلف
successful	ناجح	unsuccessful	غير ناجح
conscious	واعي	unconscious	فاقد الوعي
easy	سهل	difficult	صعب
weak	ضعيف	strong	قوي
safe	آمن	unsafe	غير آمن
complete	كامل	incomplete	غير كامل
sadness	الحزن	happiness	السعادة
positive	ايجابي	negative	سلبي
lose	يخسر	win	يفوز
loser	خاسر	winner	فائز

Prepositions:

rhyme with	يكون له نفس القافية	good at = clever at	ماهر في
cut into	يقطع الي..	write about	يكتب عن
write to	يكتب الي شخص	succeed in	ينجح في
stop … from	يمنع...من	talk about	يتحدث عن
in other words	وبمعني آخر	feel about	يشعر بخصوص
read … to someone	يقرأ لشخص	read about something	يقرأ عن شيء
explain … to someone	يشرح لشخص	agree with	يتفق مع
in a different way	بطريقة مختلفة	differ from	يختلف عن
different to/from	مختلف عن	at the end of	في نهاية..
travel around the country	يسافر في انحاء البلد	go to prison	يُسجن
walk up the mountains	يمشي في الجبال	have a role in	له دور في
in vain	بلا جدوي	be felt with the heart	تُحَس بالقلب
in your own words	بأسلوبك	on the beach	علي الشاطيء
stay in a hotel	يقيم في فندق	be trained to+inf.	يُدرب لكي
leave with a smile on his face	يغادر وعلي وجهه ابتسامة	on the internet	علي الانترنت
on the phone	في التليفون	at a restaurant	في مطعم
in the countryside	في الريف	on the shelf	علي الرف
in the park	في المنتزه	in the market	في السوق
come down	يهبط	a poem by Emily	قصيدة من تأليف إميلي

Irregular Verbs:

fight/fought/fought	يحارب	forecast/forecast/forecast	يتنبأ بـ
find/found/found	يجد	foresee/foresaw/foreseen	يتنبأ بـ
flee/fled/fled	يهرب	foretell/foretold/foretold	يتنبأ بـ
fly/flew/flown	يطير/يسافر بالطائرة	forget/forgot/forgotten	ينسي
forbid/forbade/forbidden	يمنع	forgive/forgave/forgiven	يسامح

Derivatives:

verb		noun		adjective	
live	يحيا	living life	المعيشة الحياة	living = alive	حي/علي قيد الحياة
challenge	يتحدي	challenge	التحدي	challenging	مثير للحدي
move	يتحرك	movement	الحركة	moving	مثير للمشاعر/متحرك
ache	يؤلم	ache/aching	الألم	achy	مؤلم
ease	يخفف/يسهل	ease	سهولة	easy	سهل
faint	يصاب باغماءة	A faint	إغماءة	(feel) faint	يشعر بإغماء
		unconsciousness	فقدان الوعي	unconscious	واعي
waste	يبدد/يهدر	waste	نفاية/اهدار	wasteful	مبذر
succeed	ينجح	success	النجاح	successful	ناجح
		pain	ألم	painful	مؤلم
strengthen	يقوي	strength	قوة	strong	قوي
		tradition	تقليد	traditional	تقليدي

Collocations and Vocab for Translation:

national identity	الهوية الوطنية	chronic diseases	أمراض مزمنة
conclusive evidence	دليل قاطع	beyond expectations	يفوق التوقعات
cultural identity	الهوية الثقافية	fight diseases	يكافح الأمراض
a vital role	دور حيوي	malnutrition	سوء التغذية
economic development	تنمية اقتصادية	necessary precautions	الاحتياطات اللازمة
a national duty	واجب وطني	lay the foundation of	يضع الأساس لـ
a major obstacle	عقبة رئيسية	serious consequences	عواقب خطيرة
necessary measures	الاجراءات اللازمة	take responsibility for	يتحمل المسئولية عن

The Listening Text

Interviewer : In today's programme, we are looking at the poet Emily Dickinson. With me is the author Clare Lovell who has written a book which calls Emily the first modern poet. Clare, Emily Dickinson was born in 1830, so why do you call her modern?

Clare Lovell : Well traditionally, poems usually have three or more verses and in every verse, there are words that rhyme at the end of some of the lines. Today, modern poems do not always follow these rules. They may have either no words that rhyme, or words that partly rhyme, for example young and song. Many modern poets do not really follow any rules at all! But their poems work very well.

Interviewer : So did Emily Dickinson's poems break the usual rules?

Clare Lovell : Well they were certainly different to most poems at that time. Many of her poems had very short lines, no titles, and sometimes no punctuation!

Interviewer : So are her poems challenging to read?

Clare Lovell : No, they aren't. Most of them were changed by her publishers so that they are more like normal poems.

Interviewer : Tell me about her life.

Clare Lovell : When she was a child, she was good at both writing and playing the piano. But she was an unusual adult. She always wore white clothes and she spent nearly all her life at home, where she wrote her poems. She spent about half of her time writing poems, and the other half helping with the housework, as her mother was very ill. She had a few friends but she didn't like to see them often. She preferred to write long letters to each friend instead. She wrote a lot of poems, but most of them were not published until after she died in 1886.

Interviewer : Did she marry?

Clare Lovell : No. We think that two men might have asked her to marry them but she accepted neither of their offers.

Interviewer : Which of her poems is most famous?

Clare Lovell : That is difficult to say! Only a few of her poems were published when she was alive, but you can read all of her 1,800 poems today. My favourite poem is called If I can stop. It is about what how important it is to help people in life. It's very moving .

Interviewer : That sounds lovely, I'm going to read that poem next. Thank you for your time.

Read the following poem carefully:

If I can stop one heart from breaking,
I shall not live in vain;
*If I can **ease** one life the **aching**,*
Or cool one pain,
*Or help one **fainting robin***
Unto his nest again,
*I shall not live **in vain**.*

Definitions:

alive	Living, not dead
challenging	Interesting, but difficult to do
moving	Making you feel strong emotions, especially sadness
publisher	A person or company that produces books for people to buy
aching	Pain
fainting	Becoming unconscious for a short time
in vain	Without success
Robin طـــائر أبـــو الحناء	A small brown bird with an orange front
ease	Make something less difficult

Language Notes:

عبارات هامة يُستخدم فيها فعل break:

***Break the rules**	يخالف القواعد	Not follow the usual rules
***Break someone's heart**	يكسر قلب../يسبب الحزن الشديد	Make someone very unhappy
***Break the law**	يخالف القانون	Do something that is illegal
***Break a/the record**	يحطم رقم قياسي	Do something better than anyone else or achieve something that no one else has achieved
***Break a promise**	يخلف الوعد	Not to do what you have promised to do

Examples:

- Emily Dickinson's novels often **broke the rules**.
- It **broke my heart** to hear about the earthquake.
- You can go to prison if you **break the law**.
- He did his best to **break the world record**.
- I never **break a promise**.

More phrases with "break":

♣**Break the code** **يفك الشفرة**
♣**Break free** **يتحرر (بالقوة)**
♣**Break open** **يفتح بالقوة**

Examples:

- The enemy were unable to **break the code**.
- The horse tried to **break free** from the stable.
- The thief **broke the safe open** and stole the money.

۩ الصفات التى تبدأ بــ a لاتستخدم قبل الإسم بل تأتى بعد فعل to be وأفعال مثل :seem/look/appear/feel//become
ومن أمثلة هذه الصفات ما يلى:

♣**asleep/awake/alone/afraid/aware/abroad/alive**

- The child is **asleep**. = The child is sleeping.
- I'm always **awake** at 6 o'clock. **= I always wake up at 6 o'clock.**
- That 500-year-old tree is still **alive**. = That 500-year-old tree is still living.

۩ وهناك أحوال تبدأ بالمقطع a ومن أمثلتها abroad/ashore/ahead/along/aside/aboard

- We swam **ashore**. = We swam to the shore.
- We walked **along** the beach and watched the swimmers
- The boat went slowly because there were rocks **ahead**.

۩ لاحظ استخدام الأفعال الآتية:

♣**win a match / a cup / a medal / a competition مسابقة / a prize /war /approval موافقة / support دعم/تأييد**

- Which year was it that Italy **won the World Cup**?
- Her plans have **won the support** of many local people.

Lose يخسر/يفقد

♣ **lose a match / a job / someone / keys / interest اهتمام / patience الصبر /weight /hair / blood /sight البصر / memory / time / money / his mind يفقد عقله / lose to يخسر امام**

- He **lost his leg** in a car accident.
- He kept on crying and I **lost my patience**.
- Liverpool **lost to** Arsenal.

تُستخدم catch بمعانى مختلفة:

♣ **catch a bus/ a train / a plane يلحق بـ/a thief يقبض علي/ fish يصيد/ a disease يُصاب بمرض/ cold / fire تشتعل فيه النار**

- The police **caught the thief**.
- He always **catches the** 10.30am **train** to work.

♣ **miss a bus / a plane / a train / breakfast / someone يفتقد شخص/ a chance تفوته الفرصة**

- The bullet **missed his heart** by a couple of centimetres.
- I **missed the start of the exam** because my bus was late.

لاحظ استخدام ache مع بعض أجزاء الجسم

Ear**ache** آلام الأذن/head**ache** الصداع /tooth**ache** ألم الأسنان /back**ache** آلام الظهر

لاحظ استخدام الصفات بعد الكلمات الآتية:

Somebody/ someone/ something/ somewhere /
anybody/ anyone /anything/ anywhere
no one /nothing / nobody/ nowhere

- This place doesn't look very promising, but let's try and find **somewhere nice** for dinner.
- I couldn't find **anything interesting** on the television so I had an early night.
- There's **somebody outside** who wants to speak to you. Shall I let him in?
- **Nobody present** at the meeting was able to offer me any useful advice.

♣ **Make + infinitive**

- We can do a lot to **help make** people **feel** better.

Exercises on Vocabulary and language notes

Choose the correct answer:

1. It was so hot inside the room that I thought I was going to (paint – faint – print – fail).
2. I ran ten kilometres yesterday and now my legs (ache – break – strike - shrink)!
3. Mona has a bad headache but this medicine should (please – release – ease - increase) the pain.
4. We walked up to the castle in (vain – plain – plane – stain). It was closed.
5. No one is useless in this world who (hardens – strengthen – widens - lightens) the burdens of another.
6. What can we do to help (make – break – take - shake) people's lives better?
7. The best and most beautiful things in the world cannot be seen or even touched – they must be felt (with – for – about - to) the heart.
8. To ease is to make something less (clear – difficult – fearful - sudden).
9. If you can stop a person from being sad, your life will be (miserable – unbearable - successful – wasted).
10. To faint means to become (unconscious – sad – happy – rich) for a short time.
11. In vain means without (delay – success – recovery – pain).
12. If something is challenging, it is interesting, but (easy – difficult – necessary – usual) to do.
13. A/An (inspector - publisher – astronaut – astronomer) is a person or company that produces books for people to buy.
14. My cousin wrote a novel but hasn't found a (publisher – chapter – collector - watcher) yet.
15. The film about the war was very (driving – enriching – moving - catching). A lot of people cried at the end!
16. Although the plane crashed, rescuers were pleased to find that all the passengers were (addictive – alive – aggressive - attractive).
17. The walk across the mountains was beautiful but very (changing – exchanging – challenging - living).
18. I knew that Ahmed would not be late because he never (makes – takes – brings - breaks) a promise.
19. If you drive too fast, you will break the (law – line – street - lane). The police might fine you.
20. It broke Amira's (head – heart – lungs - kidney) when her best friend moved to Dubai.
21. The football team did not lose for 50 matches and broke a (lord – word – sword - record).
22. In winter, we often see (robins – cabins – dustbins – basins) in the trees in the park.

23. Hassan's tooth hurt all night and he went to the dentist because the (baking – breaking – aching – shaking) did not stop today.
24. It was very hot and busy in the market today and one tourist (farted – failed – filled – fainted).
25. We ran to the station but it was in (vain – pain – brain – chain). The train had already left.
26. It hurt when I hit my head on the shelf, but the pain soon (arose – amused – eased – praised).
27. The tourists left the boat and went (ashore – shore – the shore - shores) for the afternoon.
28. My father drove the car slowly because we saw there was a sandstorm (head – ahead – heading – headed).
29. Some of the fish in the market are still (lifeless – lived – alive – livelihood) , so they are very fresh.
30. It's late, but the children are still (alone – alike – awake – asleep). I can hear them talking.
31. To get to the bank, walk (along – ahead – among – aside) this road and turn right at the baker's.
32. Don't make too much noise. The baby is (alive – asleep – aware – abroad).
33. (Catching – Missing – Losing – Winning) the World Cup is every country's dream.
34. I've (missed – lost – caught – found) my keys, so I can't open the door.
35. The rain didn't stop us (by – about - from – with) enjoying the trip.
36. It was a bad accident – they're lucky to be (aware – alive – ahead – along).
37. Ali now faces the biggest (challenge – revenge – charge – check) of his career.
38. She suddenly fell forward on to the table and (feared – frightened – fainted – fined).
39. I gave him some medicine to (raise - ease – rise – arise) the pain.
40. My cousin broke the (prize – medal - record – competition) for the high jump.
41. The job was not (challenging – murderous – killing – impossible) enough for me, so I got bored.
42. Unless we find somewhere (safety – safely – safe – save), we'll all get caught.
43. We should (take - break -bring – sleep) now for lunch.
44. If you want to choose a great hotel for your holiday, you can look (of – at – on -with) the internet.
45. She introduced me to some of her (pillow – fellow – widow – follow) students.
46. An angle (warm – warn – worm - word) is a long thin animal, with no bones and no legs, that lives in soil.
47. Can you think of a word that (rhymes – lines – minds – declines) with 'flew'?
48. The poet's anger finds expression in the last (reverse – course – curse – verse) of the poem.
49. The poet recited some of her recent (stories – poems – novels – plays).
50. She was asked about the pay increase but made no (communication – comment – contact – connection).

51. The only thing wealth does for some people is to make them (worry – worrying – worries – to worry) about losing them.
52. The sun shone, the birds sang, and in every corner of the garden there was something (interest – interested – to interest – interesting) to look at.
53. Fortunately the train was late so we did not (catch – lose – miss – hold) it.
54. He resigned from the company in order to take a more (challenging – changed – changing – recharging) job.
55. His feet were (baking – waiting - aching – searching) from standing so long.
56. He (shook - broke – shrank – took) his promise and did not come to see me.
57. I almost (founded – fined – faked – fainted) when she told me the news.
58. We tried in (vain – pain – rain – main) to make him change his mind.
59. I broke his (part – art - heart – tart) and now all I want to do is take away his pain.
60. This medicine will help to (tease - ease – breathe - please) your anxiety.

Grammar

Distributives: all, both, half, each, every, either, neither

♦ **All = the whole**

تستخدم all مع اسم جمع أو اسم لا يُعد:

- **All** Mona's **money** is at home, so **all** her **friends** **are** helping her.
- **All** the **information** you need **is** on the internet.

تستخدم all of قبل ضمائر المفعول all of you/us/them:

- He bought gifts for **all of us**.

يمكن استخدام of أو عدم استخدامها فى حالة الأسماء الجمع أو الاسماء التى لا تعد بشرط وجود the قبل الاسم:

- **All (of) this** has to go out into the rubbish bin.
- **All (of) the workers** were given a pay rise at the end of the year.

ولا تستخدم of فى حالة عدم وجود the:

- I love **all music** not just classical.

يمكن أن تأتى all بين الفاعل والفعل وبعد فعل To be وبعد الفعل الناقص:

- The students **are all** here now. We can start.
- **We all do** our best to pass the test.
- We **can all do** something about pollution.

۩ يمكن أن تأتى all كضمير فاعل ويأتى بعدها الفاعل فى صيغة الجمع:

- **All were** happy with their examination results.

۩ تُستخدم all أحيانا بمعنى completely:

- He lived **all alone** in an old house.

۩ لا تُستخدم the بعد all فى حالة التعبيرات الدالة على الزمن:

All day / all week / all night / summer

- She is tired because she has been working ***all day***.

۩ الجملة التى تبدأ بـ all تُنفى باستخدام Not فى أول الجملة

- **Not all** birds can fly.

۩ تُستخدم Both للإشارة إلى شيئين أو شخصين ويأتى بعدها الفعل جمع:

♦ Both / Both .....and

- **Both** my parents **are** teachers.
- I failed my driving test because I didn't keep **both hands** on the steering wheel.
- **Both** men **and** women **have** complained about the advertisement.

.

۩ يمكن أن تأتى Both قبل الفعل مباشرة أو بعد الفعل المساعد أو فعل To be :

- My brother and my sister **both have** a laptop.
- They **both wanted** to sell the house.
- They **had both been** refused entry to the club.
- They **were both** very nice, kind and beautiful.

۩ تُستخدم Both of وبعدها ضمائر المفعول you/us/them:

- She looked at **both of us**
- She shouted at **both of them**.

۩ تُستخدم Both and لربط فاعلين أو مفعولين:

- **Both Egypt and Ethiopia** agreed on the treaty. معاهدة
- She played **both hockey and basketball**.

۩ **لاحظ استخدام Both of whom للإشارة للعاقل و both of which للإشارة لغير العاقل:**

- They have two grown children, **both of whom** live abroad.
- She has written two novels, **both of which** have been made into television series.

۩ **تُستخدم half مع اسم مفرد أو جمع :**

♦ Half (of)

- She ate **half of the cake** this morning.
- **Half of my friends** like tennis.

۩ **لا تُستخدم of بعد half في حالة التعبيرات الدالة على الكمية:**

- half a kilometre / half a minute / half a mile.
- My house is **half a kilometer** from here.

۩ **تُستخدم half مفرد أو جمع :**

- What's **half** of 90? – Forty five.
- She cut the apple into two **halves**.

۩ **تُستخدم half أو half of قبل الأسماء التى تسبقها the وأسماء الإشارة وصفات الملكية:**

- We spent **half** the time talking.
- **Half** of my friends are interested in football.
- **Half** of these apples are bad..

۩ **تُستخدم half of مع ضمائر المفعول :**

- Almost **half of us** were not allowed to vote.

۩ **لاحظ استخدام half مع الكلمات والتعبيرات الآتية :**

Cut in half	مقطوع نصفين	**Half-past nine**	الساعة التاسعة والنصف
Cut by half	يقلل بمعدل النصف	**Half brother**	أخ غير شقيق
Reduce by half	يقلل بمعدل النصف	**Half price**	بنصف السعر
Increase by half	يزداد بمقدار النصف	**First half**	الشوط الأول
Half-full	مليء حتي النصف	**Second half**	الشوط الثاني

- The tickets were sold at **half price**.
- The team played badly in the **first half.**

♦ Each / Every

۩ **يمكن أن نستخدم each = every بنفس المعنى:**
- I water the plants **every day**.
- I water the plants **each day**.

۩ **نستخدم each للإشارة الى اثنين أو أكثر بينما تشير every الى ثلاثة أو أكثر:**

- She had clearly been in a fight. She had bruises on **each leg** and cuts on **each arm**

(each leg = both legs/ each arm = both arms)

- My parents have moved to the capital. **Each of them** works in a bank. (OR They both work…, / They each work
- He was holding a gun in **each hand** / in **both** hands.

۩ **تستخدم each عندما نفكر في أعضاء مجموعة ما كأفراد وتستخدم every عندما نفكر فيهم كوحدة واحدة:**

- **Every** third-year student will be examined orally in June. They will **each** be given a fifteen minute interview.
- I gave **each** of my three brothers a card.
- **Every** citizen has a role in society.

۩ **تستخدم every فى حالة وجود الكلمات almost/nearly/practically**
- This year I have visited **practically every** country in South-East Asia.

۩ **تستخدم every للإشارة الى أحداث متكررة بشكل منتظم:**

once every week/ twice every month /every ten minutes / three times every year

- My hearing is getting worse and worse and I have to go to the hospital for a hearing test **once every six months**.
- There are buses into town **every ten minutes**.

۩ **يستخدم بعد each of اسم جمع:**

- **Each of the students** was given a prize.

۩ **تستخدم of بعد every اذا جاء بعدها كلمة one أو كلمات مثل part/piece/member**
- every part of the country/every piece of the cake/every member of the team.

۩ **تستخدم every one of للأشخاص والأشياء بينما تستخدم everyone للأشخاص فقط:**

- **Every one of** the students has a bike.
- **Everyone** enjoyed themselves on the beach.

۩ **يمكن أن تستخدم each قبل الفعل أو فى نهاية الجملة:**

- How much are these books? – They **each cost** $30 / =They cost $30 **each**.

۩ **لاحظ التعبيرات الآتية التى تستخدم فيها كلمة every:**

- **every now and then = sometimes / every other day, week/Sunday/month/year**
- I go to the theatre **every** other Sunday.

Every = the greatest possible or that can be imagined: كل ما يمكن تخيله من..
I'd like to wish you **every success** in your new job/happiness in your new home.
She has **every reason** to be unhappy after losing her job and her home.
You had **every opportunity** to make a complaint.
Every effort is being made to minimise civilian casualties. **تقليل الاصابات بين المدنيين**

♦ Either / either ...or

۩ **عندما تستخدم either فى الجمل المثبتة فهى تشير الى أحد اختيارين أو احتمالين:**

- You can **either** call me at home **or** at the office.
- **Either mum or dad** will come to pick you up.

۩ **عند استخدام either فى ربط فاعلين ، فإن الفعل عادة يتفق مع الفاعل الثانى:**

- **Either** Ali or **his brother is** ready to help you.
- **Either** Mona **or** her **two sisters are** going to clean the room.

۩ **لا بد من استخدام of بعد either فى حالة وجود these/those/the/my/your/his/her/our/their وبعدهم اسم جمع:**

- **Either of the two children** is clever.
- I don't like **either of the photos**.
- I don't want **either of my parents** to know I've lost my job

۩ **يمكن استخدام either or لربط فعلين:**

- He **either washes** the clothes himself **or asks** her to wash them.
- He **either keeps** the keys himself **or leaves** them with his wife.

۩ **يمكن استخدام either or لربط مفعولين:**

- He will buy **either a tablet or a smart phone**.
- You can have **either coffee or tea**.

۩ **لاحظ استخدام either بمعنى both:**

- There are shops on **either side** of the street. **لاحظ أن الاسم هنا مفرد**
- = There are shops on **both sides** of the street **لاحظ أن الاسم هنا جمع**

۩ **لاحظ استخدام either فى نهاية الجملة المنفية بمعنى أيضا وتعبر عن الموافقة:**

Jane doesn't speak French. Sam doesn't speak French **either**.
I don't play tennis and she doesn't play it **either**.

♦ **Neither/Neither… nor**

۩ **تستخدم neither لنفى الجمل:**

- **Neither** answer **is** correct.
- **Neither** Ahmed **nor** Ali **plays** tennis.

۩ **تستخدم neither … nor لنفى فاعلين أو فعلين أو مفعولين فى الجملة:**

- He does not drink. He does not smoke.
- He **neither drinks nor smokes**.

- David is not a doctor. Andrew is not a doctor.
- **Neither David nor Andrew is** a doctor.

- Ahmed didn't buy a computer. He didn't buy a tablet.
- Ahmed bought **neither a computer nor a tablet**.

۩ **بعد neither of يكون الفعل عادة مفرد:**

- **Neither of the boys is** clever at English.
- **Neither of them is** coming. They both have to work next weekend.

۩ **في حالة ربط جملتين منفيتين وبهما نفس الفاعل ، لاحظ صيغة السؤال عندما نبدأ بـ :Neither**

- David **didn't come** to my party. He **didn't phone** me.
- **Neither did** David come to the party **nor did** he phone me.

- We **didn't go** to France. We **didn't travel** to Italy.
- **Neither did** we go to France **nor did** we travel to Italy.

۩ **تستخدم neither أو nor للتعبير عن الموافقة بالنفي ويأتي بعدهما صيغة استفهام:**

- She didn't see the film. **Neither did I.**
- They are not interested in politics. **Neither am I**.
- He has never been to Italy. **Nor have I**.

۩ **لا بد من استخدام of بعد neither في حالة وجود these/those/the/my/your/his/her/our/their وبعدهم اسم جمع: ولاحظ أن الفعل مفرد**

- **Neither of my brothers** could come to the party.
- **Neither of my brothers lives** at home any more.
- **Neither of these cars is** in a working condition.
- **Neither of his sons looks** after him.

Exercises on Grammar:

Choose the correct answer:

1. Poems usually have three or more verses and in (all - every – either - both) verse, there are words that rhyme.
2. They may have (either - neither – all - both) no words that rhyme, or words that partly rhyme.
3. When she was a child, she was good at (both - all – each - every) writing and playing the piano.
4. She spent nearly (either – neither - every - all) her life at home.
5. She spent about (half - every – either - both) of her time writing poems.
6. She preferred to write long letters to (each – all – both - half) friend instead.
7. I don't like (neither – every – nor -either) of the T-shirts.
8. I need to be good at (either – neither – both - every) speaking and writing English to get the job.
9. (Each – Every – All - Both) engineer in the factory was given a separate job to do.
10. (All - Every – Either - Both) the students in my class speak English very well.

11. The cake was cut into six pieces, so three of us ate (both – every – half - neither) of it and we kept the other three pieces until later.
12. The teacher told the class that (every – all – half – neither) student had done very well that year.
13. I was offered tea or coffee, but I had (all – both – neither - either) of them because I don't like hot drinks.
14. The tour guide gave (both – each – all - half) tourist a ticket to enter the museum.
15. My mother said I could have (either – neither – both - all) a cheese or a chicken sandwich.
16. I was very hungry, so I had (both – every – either - neither) the cheese and the chicken sandwich!
17. Two men wanted to marry her, but she accepted (all – every - either - neither) of their offers.
18. You can stay in (both – each - either - both) the three-star Sand Hotel or the two-star Blue Hotel.
19. (Both - Either – Neither - Every) hotels have a cafe for breakfast and (each - all – half – many) room has a fridge and TV.
20. (Neither - All – Both – Half) hotel has a restaurant, but there is a lovely restaurant next to the Sand Hotel.
21. (Every – Neither - All –Each) our staff members are trained to make sure that you have a perfect holiday.
22. We want (every - all – either – both) visitor to our hotels to leave with a smile on their face!
23. We looked at two hotels on the internet and (either – all – half - every) of them would be great for a holiday.
24. (Half – Either –Each - Every) of the five tourists from the north of Europe had blond hair.
25. Tarek loves tennis and watches (each – every – all - half) match on television.
26. There were two photos of me on my cousin's phone but I liked (either – all – each - neither) of them.
27. My sister bought two new skirts and (all – both – every - each) of them are long and green.
28. The film was very boring and (half - either – every - both) of the people left before the end.
29. Do you prefer coffee or tea? I like (all - neither – either – both) of them. I don't like hot drinks.
30. At a restaurant, would you rather have fish or meat? I like (all – both – every – they), but I usually have chicken.
31. Which member of your family is the best at speaking English? (Each – every – neither – either) of them speaks some English, but my mother is the best.
32. How many students in your class live near you? About (all – either – both – half) of them are from my village.

33. Which school subject do you think is most interesting? -(All – Either – Both – Every) subject is different. I don't think I have a favourite.
34. Do you prefer to have a holiday on a beach or in the countryside? I like (all – either – every – half), but it depends on the time of year.
35. Which of these apples would you prefer? ~ I don't want (all – either – both – half) of them, thanks.
36. You can have (all – half – both – either) the white shirt or the blue one, but you can't have both.
37. I've known you for two years, but I haven't met (all – either – every – half) of your two brothers yet.
38. I can't make the meeting on Tuesday. ~ No, (all – either – neither – half) can I.
39. Which of these fur coats is yours? ~ Neither (of them – either of them – both of them – every one of them). That one over there is mine.
40. I don't go mountain climbing and I don't go mountain walking, (all – either – neither – each).
41. (All – Neither – Both – Each) of them is coming. They both have to work next weekend.
42. (All – Either – Both – Neither) Sally nor Hala likes to eat English breakfasts, even at weekends.
43. (All – Either – Both – Half) Sue or the girls are going to prepare dinner tonight.
44. (All – Either – Every – Both) information about the new product is confidential.
45. The party went on (all – both – neither – half) night and some of the neighbours complained.
46. What shall we do with (every – each - all – either) of this cardboard? Throw it out?
47. This book was written for (each – every - all – both) children, everywhere
48. More than 100 people came to the refugee centre مركز اللاجئين. Almost (every - all – each – neither) had lost family members or property or both.
49. (All – Either – Both – Neither) that we had been told turned out to be untrue.
50. The kids (either – neither - all – half) go to school on the same bus.
51. Not (all – every – either – both) the buses go to the main bus station, so be careful which one you get.
52. At least (every - half – not – something) of those books can be sold.
53. It's at least (half – either – both – neither)a kilometre to those shops.
54. It took them a day and a/an (every – either – both – half) to reach the top of the mountain.
55. They're offering the flowers for almost (all - half – every – neither) price.
56. (All - Every – Either - Both) the students in our class are from Cairo.
57. Ali wasn't at the meeting and (both – so - neither – either) was his assistant.
58. They have really good food at that restaurant and it's not very expensive (either – neither – all – both).

59. I don't eat meat and my wife doesn't (all – either – neither – half).
60. Dolphins use sound to communicate with (every – all – each – no) other.

Language Functions: Summarizing & Paraphrasing التلخيص وإعادة الصياغة

What she's trying to say is that...	ما تحاول قوله هو أن..
Can you paraphrase / summarise **that?**	هل يمكنك إعادة صياغة/تلخيص ذلك؟
I think I can summarise the (poem).	أعتقد أنني أستطيع تلخيص القصيدة..
I think that it means...	أعتق أنها تعني..
In other words...	وبمعني آخــر..

Test on unit 5

A- Vocabulary and Structure

Choose the correct answer from a, b, c or d

1- Almost (each - every – both – all) car pollutes the atmosphere.
2- (Half - Every – Both – All) day is a chance to learn something new.
3- We (half - every – either – all) hope you get better soon.
4- (Either – Both – All – Neither) Ali nor his wife mentioned anything about moving house.
5- Italy didn't get to the quarter finals last year and France didn't (neither - either – both – each).
6- Books and television are different. (Both – Half - Neither – Either) of them should replace the other.
7- I don't want (either - every – neither – all) of my parents to know I've lost my job.
8- Both of her brothers (is - are – has been – was) living in Canada.
9- Applicants for this course must speak French or German, preferably (both – neither – all – every).
10- Children under sixteen can travel (every – both – either – half) fare on trains.
11- (Every – All – Both – Neither) student gets a laptop. They have to give it back at the end of the course.
12- He was the only player who played in (half - every – both – all) single match last season.
13- We worked (each - every – both – all) other Sunday.
14- It is (each - neither – both – either) raining nor snowing.
15- (Every – All - Both – Half) of the two children were born in Italy.

16- She was found (awake – along - alive – aware) but unconscious.
17- We rowed (shores – ashore – the shore – the shores), then explored the island on foot for the rest of the day.
18- The new bridge has been finished two years (ahead – aboard – along – abroad) of schedule.
19- She spent a lot of time (travelled – to travel – travels – travelling) around the country.
20- Mike found a (challenging – arranging – exchanging – revenging) job as a computer programmer.
21- Her poems broke the rules. This means that they didn't (make – follow – see – understand) the usual rules.
22- She said she would help me, but she (took – kept - broke – followed) her promise to me.
23- The druggist suggested a medicine to relieve the (cake – brake – fake – ache).
24- The (base – case – ease – release) with which she learns languages is astonishing.
25- I nearly (filled - fainted – founded – failed) when they told me the news.
26- Getting a new assistant will (lighten – frighten – deepen – harden) the workload considerably.
27- We went for a walk (a long - along – among – ahead) the beach at twilight.
28- All the police's efforts to find him were in (faint – paint – vain – pain).
29- (Traditional –Additional – Fictional – Intentional) Egyptian food is delicious.
30- Her son's death broke her (leg – nose – heart – liver).

B-<u>Reading Comprehension</u>

<u>Read the following passage and answer the questions</u>:

Television has been changing the way people live for thirty years. It influences nearly every aspect of modern life. Whereas television could be used as an educational tool for children, programs with little or no educational value are shown more often.

Experts are concerned about the view of the world that youngsters are learning from television. Parents, schools, and religious institutions have traditionally been the social models and teachers for children. However, because television influences children's attitudes and behavior, its role in society is becoming increasingly more powerful – **<u>it</u>** is much more than a simple recreational activity. The medium has changed childhood more than any other social innovation in the history of the world.

Exposure to excessive violence is another influence of television. According to several studies, televised violence may cause children to become more aggressive. Also, because so much violence is seen by children on television, they become more used to it as the only solution to difficult situations. Children who watch a great deal of violence on television may become apathetic toward actual aggression. One study has shown that, compared to a control group, fifth-graders who watched an

aggressive television broadcast were slower to ask for adult help when a fight broke out among younger children. This decreased sensitivity to human suffering is frightening.

Clever advertising aimed at children certainly influences them. Exposing children to so much advertising of sugar-rich products on television puts their dental health at risk and has a negative influence on proper nutrition. Almost all the products that television sells to kids are products that people who care about kids feel shouldn't be consumed in the first place. Very young children don't even distinguish between commercials and programs. Is it fair to show advertising to young children?

Choose the correct answer:

1-Televised violence causes children to become ---------------.

a) kinder b) more caring c) more aggressive d) healthier

2-Products advertised on TV have a/an ------------------- effect on children's health.

a) useful b) harmful c) unknown d) positive

3-Social models for children in the past included:

a) radio programmes b) video games c) internet websites d) parents

4-We can understand from the passage that the writer is against:

a) proper nutrition b) advertising food products to children
c) traditional social models d) difficult situations

5-According to the passage, decreased sensitivity to human suffering is caused by:

a) watching violence on TV b) products that television sells to kids
c) valuable educational programmes d) TV commercials

6-The best title to this passage could be:

a) social models b) recreational activities
c) Television and children d) social innovation

Answer the following questions:

7-What do you think parents should do to reduce their children's exposure to too much violence on TV?

8-How does violence on TV affect children's behaviour in difficult situations?

9-What does the underlined word **'it'** refer to?

10-Find words in the passage which mean:

a) unwilling to take action over a matter of importance
b) relating to the teeth

C- Writing

Supply the missing parts in the following dialogue between an American tourist and a waiter at a restaurant:

Waiter : Can I help you, sir?
Tourist : I'd like to have dinner, please.
Waiter : We have different kinds of food. Which ------------(1)------------?
Tourist : I prefer Egyptian food.
Waiter : OK. ------------------------------(2)---?
Tourist : Kebab, green salad and rice.
Waiter : Would you like to have a cold drink?
Tourist : -----------------------------------(3)-------------------------------------.
Waiter : After that, ---------------------(4)--------------------------------------?
Tourist : Coffee, please.
Waiter : What about your sugar?
Tourist : ------------------------------------(5)------------------------------------.
Waiter : -------------------------------------(6)-----------------------------------?
Tourist : No, that's all. Thank you.

Write a paragraph of about 120 words about:

"How to solve the problem of food shortage "

Translation

A) Translate into Arabic:

1- Cutting down forests and trees, over-cultivation of the soil and over-grazing can all contribute to desertification.

2- Many of us are very worried about the future of our planet and unless we can find a way of solving the problems we have made then the environment will suffer even more.

B) Translate into English:

1- ان هناك الآن دليلا قاطعا علي أن استخدام الكيماويات السامة في الزراعة و الصناعة يسبب الكثير من الأمراض.

2- لا زالت الأمية تمثل مشكلة اجتماعية خطيرة ولا بد أن نبذل جهودا كبيرة للقضاء عليها.

"Go confidently in the direction of your dreams. Live the life you have imagined. "